Performance Evaluation and Professional Growth (PE/PG) Systems

An Overview of the Requirements

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"Systemic changes to standards, curricula, instructional practices and assessment will achieve little if efforts are not made to ensure that every learner has access to highly effective teachers and school leaders."

-Maine Department of Education' s Education Evolving,
Core Priority Area Two: Great Teachers and Leaders

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Outcomes for Viewers

- Awareness of the legal context and policy that informs system requirements
- Awareness of the Performance Evaluation and Professional Growth (PEPG) system components and rule requirements
- Working understanding of the two required measures of educator effectiveness, Professional Practice and Student Learning and Growth
- Familiarity with the features and functions of the Student Learning Objective (SLO) framework
- Familiarity with various approaches to combining multiple measures to arrive at a summative rating

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Background

LD 1858, "An Act To Ensure Effective Teaching and School Leadership"—April 2012

Refer to Maine Statute: Title 20-A: EDUCATION, Chapter 508: EDUCATOR EFFECTIVENESS

First law of its type enacted in Maine:

Requires SAUs to implement Performance Evaluation and Professional Growth (PEPG) systems that combine evaluation and support

Establishes basic requirements for systems

Establishes a process by which the basic requirements will be detailed in the rule.

Activity Since Enactment of LD 1858

- Maine Educator Effectiveness Council makes recommendations.
- Chapter 180 is written and processed; fails in 125th session.
- Commissioner advises SAUs to proceed despite of lack of approved rule and appropriated funds.
- Rule-making begins anew.
- Educator Effectiveness Coordinator is hired by the Department
- Provisional Rule is filed, followed by public hearing, work session, and amendments by the Education and Cultural Affairs Committee of the legislature; both houses pass resolve; Governor vetoes; houses override veto: amended rule is adopted.
- Wide variation in development status exists among SAUs.

Key Components of PEPG Systems

- Standards of professional practice
- Multiple measures of educator effectiveness, including professional practice and student growth measures
- A rating scale consisting of 4 levels of effectiveness …with professional growth opportunities and employment consequences tied to each level
- A process for using information from the evaluation process to inform professional development and other personnel decisions

Quality Assurances/Implementation Requirements

- Involvement of teachers and other stakeholders in initial development of system
- Local steering committee for ongoing review of system
- Trained evaluators; mechanism for ongoing training
- Training of educators in components and procedures of system
- Process for determining teacher of record
- Observation and feedback on a regular basis
- Peer review components
- Opportunities for professional improvement

This presentation does not cover in detail the topics listed on this slide.

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Implementation Timeline

Activity	Specifications
2013-14—Development of system	➢ Initial group of stakeholders (development committee) must composed of a majority of teachers, 1/3 of whom are endorsed by a majority of district teachers, 1/3 endorsed by the school board, and 1/3 endorsed by both the teachers and the board. ➢ Decisions must be made by consensus. Failure to reach consensus by June 1, 2015 on the percentage that student learning and growth will weigh in a summative rating results in a default to 20%. Failure to reach consensus on any other element results in default to a state model (to be released in July 2014). An SAU may request additional l time to reach consensus if appropriate.
2014-15—Pilot; adjustments	➢ As many aspects as possible of the proposed PEPG system should be included. ➢ SAUs are encouraged to include student learning and growth measures in the pilot year. ➢ The pilot does not have to include all teachers and principals in the SAU, but should include a large and diverse enough sample to evaluate efficacy and quality of the PEPG system elements under study. ➢ Ratings assessed during the pilot year may not be used for employment or compensation purposes. This does not mean that evaluations and consequences, such as action plans, based on an existing systems cannot be carried out in an official manner, but the new PEPG system cannot be the basis of such decisions until it is approved by the DOE. ➢ A Steering Committee, composed of teachers , some of whom are appointed by the administration, and administrators , must be in place at the start of the pilot. ➢ During or after the pilot, any needed adjustments should be made , and the process used to evaluate and adjust the systems recorded for submittal purposes.
Submittal to MDOE for approval 90 days prior to 2015-16 school year.	➢ The Maine DOE will advise SAUs as to the process for submittal. Submittal requirements can be found on pages 3-4 of Chapter 180. (link in first paragraph of article).
2015-16—Full implementation	➢ All required components and elements of the PEPG system must be in operation; all teachers and principals in the system must be placed into the evaluation framework.

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Two Required Measures of Educator Effectiveness

The next several slides provide information about the two required measures of educator effectiveness:

1. Professional Practice
2. Student Learning and Growth

A district may opt to include other measures of effectiveness, such as surveys and professional growth.

Professional Practice as a Measure of Effectiveness

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Benchmarks for Practice Standards

In order to achieve the goal of ensuring that all Maine educators are effective, we need a clear and common understanding of what effective teachers and school leaders look like in practice.

To that end, in 2012, the Maine Educator Effectiveness Council (MEEC) identified the InTASC Model Core Teaching standards and the ISLLC 2008 Standards as the benchmarks for teacher and principal effectiveness, respectively.

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The Three Parts of a Professional Practice Model

In order to ensure that the professional practice element of a PEPG system provides a comprehensive analysis and accurate measures of effective teacher or principal practice, the Maine DOE requires that a system model include three parts:

1. Performance standards aligned with the benchmark standards
2. Supporting descriptors for each standard as published or endorsed by the creator/sponsor of the standards
3. Rubrics for each standard

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Using the InTASC or ISLLC Standards

At this time, the creators of the InTASC Model Core Standards and the ISLLC Standards have not created rubrics; that is, they are missing one of the three required parts. Therefore, to use benchmark standards a school administrative unit would have to locate or create rubrics for the benchmark standards.

Alternatively, a district may use any of the models approved by the Maine DOE.

Maine DOE Menu of Approved Professional Practice Models

This menu will be updated as additional models are approved. A School administrative unit wishing to use a model that does not appear on the menu should contact the Educator Effectiveness Coordinator for information and assistance.

The National Board for Professional Teaching Standards (NBPTS) Five Core Propositions and Indicators, along with the TPEG rubrics created by the Maine Schools for Excellence

The Framework for Teaching, by Charlotte Danielson

The Marzano Art and Science of Teaching Framework

Kim Marshall Teacher Evaluation Rubrics

National Board Core Propositions for Accomplished Educational Leaders, adopted by the National Board for Professional Teaching Standards in 2009, along with the LEPG rubrics created by the Maine Schools for Excellence

The principal professional practice evaluation model created by the Supervision and Evaluation Committee of the Maine Principal's Association, dated September 2013 and posted on the association's Website at www.mpa.cc.

The Marzano School Leader Evaluation Model

Student Learning and Growth as a Measure of Educator Effectiveness

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Defining 'Student Learning and Growth'

As a factor in the summative effectiveness rating of a teacher or principal, 'Student Learning and Growth' is based on data that measures a change in an *instructional cohort's academic knowledge or skills between two points of time.

*The student or group of students whose academic growth will be attributed to a teacher or principal.

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Student Learning and Growth:
Key Procedural Requirements and Guidelines

Multiple Measures: In a PEPG system, multiple measures of Student Learning and Growth must be used in the evaluation of a teacher or principal. For each teacher or principal, at least two measures of student growth are required. The measures do not have to be, and should not be of growth in the same learning outcomes. For example, an elementary teacher might have a measure of growth in writing for a certain group of students and a measure of growth in social studies standards for the same or another group of students.

Continued

Student Learning and Growth:
Key Procedural Requirements and Guidelines

Variety of Types: "Large-scale, norm-referenced standardized tests may not be the sole type of student learning and growth measure used." The intent of this rule language is to encourage the use of growth measures to ensure that students are progressing, no matter where they begin. Many large scale tests, such as the NWEA MAP test and the state assessment, provide both normative data on a student, i.e., information about where the student falls relative to others in the same grade span, as well as growth data, i.e., how much progress the student has made relative to his or her previous score. As long as growth data is used as the measure of effectiveness, any assessment that provides such growth data can be used. For example, a teacher's effectiveness rating may be based on the NWEA reading assessment and the state assessment in writing-two large-scale tests— provided that it is the growth data that is used to measure effectiveness.

Continued

Student Learning and Growth:
Key Procedural Requirements and Guidelines

Pre and Post Assessments: Rule Chapter 180 states that "In order to determine academic growth, comparable pre and post assessments must be given to the instructional cohort under the instruction of the teacher or the leadership of the principal whose evaluation is impacted by the cohort." In order to measure growth on a set of learning outcomes at the end of a learning experience, a student's beginning achievement level must be determined.

Criteria for Permissible Measures of Student Learning and Growth

The instrument or criteria used to measure student learning and growth must:

- Be able to measure growth in identified and intended learning outcomes
- Provide all students in the instructional cohort the opportunity to demonstrate growth in knowledge or skill, i.e., must provide for a range of performance levels to accommodate learners at different stages of proficiency.
- Be able to inform instruction and inform others about the effectiveness of a teacher; and
- Be administered consistently across similar grade spans, courses or instructional cohorts.

The following two slides provide examples and types of assessments that could be brought into alignment with the key procedural requirements and criteria for assessments.

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Student Learning and Growth: Examples of Acceptable Measures

Acceptable Measures of Student Learning and Growth Examples of assessments that could meet the Key Procedural Requirements and Guidelines for determining growth	Unacceptable Measures of Student Learning and Growth Examples of measures that may be used as a factor in the evaluation of an educator but must be a factor separate from student learning and growth in a summative rating calculation
+ School-based assessment + Course-based assessment + District-designed assessment + State assessment (SBAC) + Commercial test + Teacher-developed assessment + Performance data based on school-wide or district-wide rubric	— Student-participation/attendance on state or other assessments — Course pass/fail rates — Progress on school Improvement plans — Quality of teacher-developed SLOs — Graduation rate — Assessment data that is strictly normed (SAT) — Assessment data is not released within the necessary timeframe (former NECAP Assessment)

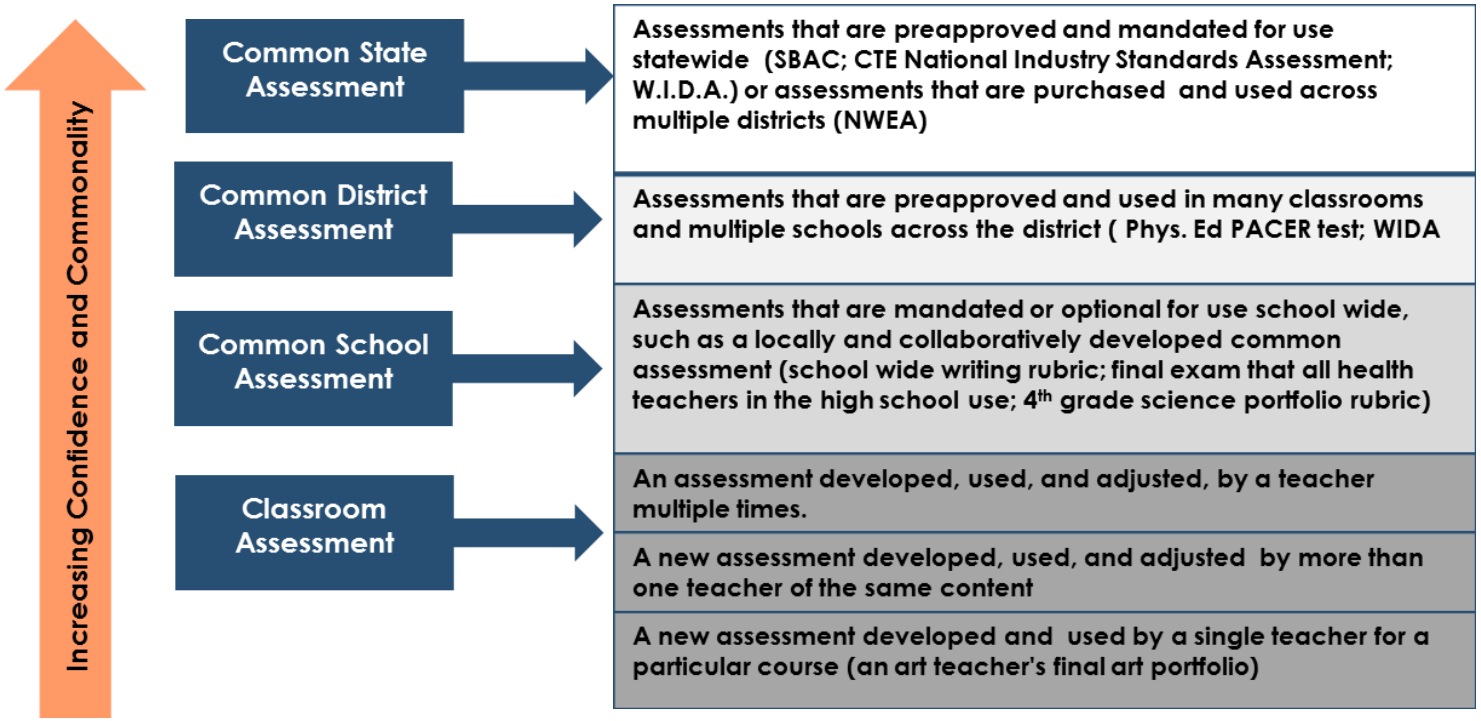
Ensuring High Quality Assessments

An assessment for a set of learning objectives should meet the highest level of *confidence and commonality. First, the educator should have a high level of confidence that the assessment meets the criteria set forth in the rule and other criteria for best practices in assessment. Second, when possible, the assessment should have been in use and vetted by educators. When a new assessment or performance criteria (rubric) is called for, it should be developed collaboratively by educators who have expertise in the learning standards the assessment will measure, and, preferably, who will use the assessment in similar contexts.

Use the illustration on the following slide as a reference for ranking types of assessments for highest level of confidence and commonality.

*Developed by the Minnesota Department of Education

Confidence and Commonality



* Based in a framework developed by the Minnesota Department of Education

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The Student Learning Objective (SLO)

Chapter 180 states that "Student Learning Objectives (SLOs) and Individual Education Plan (IEP) goals are important tools for individualizing instruction and learning. They may be used to establish an appropriate basis for measuring student growth, as long as progress toward the objective or goal can be, and is, assessed according to the criteria [for permissible measures]."

The SLO is an omnibus framework in a PEPG system, in that it can take care of many technical requirements as well as help ensure high quality learning goals and assessments. The next few slides provide detailed information on the features and uses of the SLO.

What is an SLO?

The term SLO is, technically speaking, an acronym for Student Learning Objective, but the term SLO commonly refers to a comprehensive process-framework for developing, articulating, and recording measurable academic growth goals for students, along with all related information, such as student demographics, teacher(s) of record, analysis of student needs, learning standards, the duration of the learning experience, and assessments.

An SLO targets the specific learning needs of students, based on a thorough review of available data, and conveys appropriate state, national, or local standards that will inform instruction, learning, and assessment. Within an SLO, the teacher specifies one or more growth targets—a quantifiable amount of student learning expected by the end of the academic term (course or other defined learning experience)—and identifies the assessments or criteria that will be used to measure growth.

Sample SLO Template (You will need to exit the slide show to view the document in your web browser.)

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Why use SLOs in a PEPG System?

Professional Evaluation	Professional Growth
Holds a record of an instructional cohort of students	Reported by teachers to be the "most valuable part of the PEPG system" for improving practice
Identifies the teacher(s) of record	Relies on and promotes important collegial conversations about learning and teaching
Records changes to the instructional cohort	Fosters improvement of practice with each SLO
Teacher-directed and monitored; reduced risk of inaccurate data	Universal process allows for access to supportive resources
Allows for flexibility in a student-centered system	Based on research-based methods of improving student progress

The SLO and the Individual Education Plan (IEP)

Neither the SLO nor the IEP is a requirement of the educator effectiveness/PEPG law.

A major difference between the SLO and the IEP is that the SLO usually sets an academic goal for a group of students, while an IEP sets an academic goal for an individual student. A regular educator's SLO may include a student with an IEP, and a growth target set in an SLO for a cohort to which the student belongs may align with the goal on the student's IEP.

Weighting of Student Learning and Growth: "Significant Factor"

The percentage of an overall summative rating that student learning and growth will comprise is a local decision subject to Maine DOE approval.

The Educator Effectiveness law requires that in an educator's summative effectiveness rating Student Learning and Growth must be a "significant factor." As a significant factor, the measure will have a "discernable impact" in an educator's rating.

If by June 1, 2015 the local development committee cannot by consensus reach agreement on the percentage that Student learning and Growth will comprise, the default percentage will be 20% in a numeric scale.

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Teacher of Record: Definitions

"Teacher" means a person who provides classroom instruction to students in a general education, special education or career and technical education program. It does not include adult education instructors or persons defined as "educational specialists" in State Board of Education Rule Chapter 115, section 2.20 [athletic director, school counselor, library-media specialist, literacy specialist, school psychologist, school nurse, special education consultant, speech-language clinician, or career and technical education evaluator.]

The Teacher of Record is the teacher to whom the academic growth of a student in a course or other learning experience is attributed, in whole or in part.

An educator who is certified and hired as a teacher but who does not provide direct instruction to students (e.g., a special education teacher who provides only consultation and support to the regular ed. teacher), is not included in this evaluation system as the performance ratings are based on classroom practice. Any such employee who is assigned classroom instruction and assessment as a teacher part time (e.g., elementary guidance counselor or literacy coach who teaches some classes) is to be evaluated in accordance with the Educator Effectiveness law and Chapter 180.

Teacher of Record: Criteria

A teacher is a "teacher of record" for a student only if:

(1) The student is enrolled in the course or other learning experience taught by that teacher;

(2) The student was present and was subject to instruction by that teacher at least 80% of the scheduled instructional time for that course or learning experience with that teacher; and

(3) The student took both the pre-test and the post-test designed to measure achievement in that course or learning experience.

Attribution of Student Growth Measures to More Than One Teacher

A student's academic performance may be attributed to more than one teacher if

1) The criteria for teacher of record are met for each teacher

   OR

2) The criteria for collective measures are met

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Collective Measures

A PEPG system may include academic growth of students outside the teacher's instructional cohort. For example, a school may wish to apply measures of student growth in reading on a state assessment to all teachers in the school or to teachers comprising a team. Any such use of a collective measure must:

A. Be agreed to by teachers to whom it will be applied; an SAU must submit to the Maine DOE in its approval application the process by which agreement is obtained.

B. Comprise not more than one-fourth of the total student growth measure for an individual teacher.

Combining Multiple Measures to Arrive at a Summative Rating

A summative rating can be approached in a number of ways, any of which begins with combining the measures of effectiveness and ends in a single rating of Highly Effective, Effective, Partially Effective, or Ineffective, or labels to that effect.

The following slides provide illustrations of the most common approaches to the summative rating.

Approach 1: Using a Decision Matrix Like The One Pictured Below

Rating is based on three factors: 1) professional practice, 2) professional growth, and 3) Impact on student growth

In a matrix, student growth must appear on a single axis by itself.

Summative Effectiveness Rating Matrix

Impact on Student Learning and Growth	Combined Professional Practice and Professional Growth: Distinguished	Effective	Developing	Ineffective
High	Highly Effective	Highly Effective	Effective	Review Required
Moderate	Effective	Effective	Partially Effective	Partially Effective
Low	Review Required	Partially Effective	Partially Effective	Ineffective
Negligible	Review Required	Partially Effective	Ineffective	Ineffective

See next 7 slides for details.

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Using a Decision Matrix: Step 1

Rate teacher on standards of professional practice

There are 13 rubrics of the type pictured, one for each Indicator of the *National Board Core Propositions used to evaluate professional practice (CPs 1, 2, 3, and 5). At the end of the evaluation cycle the evaluator makes a final determination on each of the Indicators and assigns a rating for each indicator.

Core Proposition 1: Teachers are committed to students and their learning.

1-a. Understanding of Students The teacher recognizes individual differences and knows the backgrounds, abilities, and interests of his/her students and adjusts practice accordingly.			
Ineffective (1)	**Developing (2)**	**Effective (3)**	**Distinguished (4)**
Teacher demonstrates little or no understanding of students' individual learning needs as well as their backgrounds, abilities and interests. Teacher does not design and adjust instructional practices to make them accessible and challenging for most students.	Teacher demonstrates basic recognition and understanding of students' individual learning needs as well as their backgrounds, abilities and interests. Teacher designs and adjusts instructional practices to ensure that they are both accessible and challenging for most students (i.e., between 50% and 80%).	Teacher demonstrates thorough recognition and understanding of students' individual learning needs as well as their backgrounds, abilities and interests. Teacher designs and adjusts instructional practices to ensure that they are both accessible and challenging for almost all students (i.e., between 80% and 100%).	Teacher demonstrates expert recognition and understanding of students' individual learning needs, as well as their backgrounds, abilities and interests. Teacher designs and adjusts instructional practices to ensure that they are both accessible and challenging for all students (i.e., 100%).

*In a system that uses a professional practice model other than National Board Core Propositions the professional practice ratings would be based on the rubrics that accompany the practice standards, e.g., Marzano's Scales.

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Using a Decision Matrix: Step 2

Determine overall rating on professional practice

The evaluator uses the Professional Practice Rating Rubric to determine the overall professional practice rating.

The professional practice rating scale is a local decision.
In this sample, core propositions related to instruction have been given more weight as the first indicator of effectiveness.

Professional Practice Rating Rubric *CP= Core Proposition; ICP= Instructional Core Propositions (CPs 1, 2, and 3)			
Distinguished	Effective	Developing	Ineffective
Performance ratings of Distinguished on at least 7 of 11 ICP Indicators with no rating below Effective on any Standard	Performance ratings of Effective or Distinguished on at least 7 of 11 *ICP Indicators with performance ratings on the six remaining Indicators (CPs 1, 2, 3, 5) to include no more than two Developing with no rating of Ineffective	Performance ratings of Effective or Distinguished on at least 7 of the 11 ICP Indicators with ratings on the six remaining indicators (CPs 1, 2, 3, 5) to include no more than two Ineffective	Performance ratings of Effective on fewer than 7 of the 11 ICP Indicators
Threshold: Distinguished on 7/11 ICP Indicators; nothing lower than Effective	Threshold: Effective on 11/13 Indicators; no Ineffective	Threshold: Effective on 7/11 ICPs; Developing on 4 remaining CP Indicators	Threshold: Effective on 7 ICP Indicators

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Using a Decision Matrix: Step 3

Rate each of the two Indicators of Professional Growth

There are two rubrics of the type pictured, one for each of the two Indicators of Core Proposition 4 used to evaluate Professional Growth. At the end of the evaluation cycle the evaluator makes a final determination on each of the indicators and assigns ratings.

Core Proposition 4: Teachers think systematically about their practice and learn from experience.

4-a. Adjustment to Instructional Plans The teacher continually reflects on his/her instructional decision-making and modifies instructional approaches and interactions, making decisions based on student learning needs and best practices.

Ineffective (1)	Developing (2)	Effective (3)	Distinguished (4)
Teacher rarely or never reflects on his/her instructional decision-making, making little or no decisions based on student learning needs and best practices.	Teacher sometimes reflects on his/her instructional decision-making in order to modify approaches and interactions, making only some decisions based on student learning needs and best practices.	Teacher often reflects on his/her instructional decision-making in order to modify and improve approaches and interactions, making many decisions based on student learning needs and best practices.	Teacher continually reflects on his/her instructional decision-making in order to maximize approaches and interactions, making all decisions based on student learning needs and best practices.

Sources of Evidence

- Observation conferences
- Student-Perception-Survey Response Plan

In this sample, professional growth is one of three measures of effectiveness. Including measures in addition to professional practice and student learning and growth is optional; however, multiple measures generate a broader basis for the summative effectiveness rating.

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Using a Decision Matrix: Step 4

Determine the combined rating for professional practice and professional growth

In a system that uses only professional practice and impact on student learning and growth as measures of effectiveness, this step would be skipped.

Maine DOE TEPG Combined Professional Practice and Professional Growth Rating Matrix					
		Professional Practice			
		Distinguished	Effective	Developing	Ineffective
Professional Growth	Distinguished	Distinguished	Effective	Developing	Developing
	Effective	Distinguished	Effective	Developing	Developing
	Developing	Effective	Effective	Developing	Ineffective
	Ineffective	Developing	Developing	Ineffective	Ineffective

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Using a Decision Matrix: Step 5

Determine the educator's impact on student learning and growth

Impact on Student Learning and Growth

Percentage Ranges of Students Who Met Their Growth Targets	
85–100%	High
71–84%	Moderate
41–70%	Low
0–40%	Negligible
Sum of the percentage of students who met their growth targets for all SLOs during the cycle ÷ number of SLOs =	Impact on Student Learning and Growth

This sample is based on the use of SLOs for setting growth targets and tracking progress. At the end of the instructional period for each SLO, determine the percentage of students who have met the learning target. At the time of the summative effectiveness rating, add all the percentages together and average. Use a scale such a s the one pictured to arrive at the Impact rating.

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Using a Decision Matrix: Step 6

Arriving at the summative rating

Maine DOE TEPG Final Summative Rating Matrix					
		Professional Practice and Professional Growth			
		Distinguished	Effective	Developing	Ineffective
Impact on Student Learning and Growth	High	Highly Effective	Highly Effective	Effective	Review Required
	Moderate	Effective	Effective	Partially Effective	Partially Effective
	Low	Review Required	Partially Effective	Partially Effective	Ineffective
	Negligible	Review Required	Partially Effective	Ineffective	Ineffective

A major disparity between ratings on different measures should prompt a review of the rating factors.

Teachers are placed on growth plans based on summative ratings.

Plans and Pathways

Highly Effective.....Self-Directed Growth Plan; Three-Year Cycle
Effective.....Self-Directed Growth Plan; Three- Year Cycle
Partially Effective..... Monitored Growth Plan; Two-Year Cycle
Ineffective..... Directed Growth Plan; Sixty-Day to One-Year Cycle

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Approach 2: Using a Numeric Matrix Like The One Pictured Below

Rating is based on two factors: 1) professional practice, and 2) student growth.

Instructional and Professional Practices	Student Growth			
	1	2	3	4
1	1	1	2	2
2	2	2	2	2
3	2	3	3	3
4	* 3	3	4	4

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Using a Numeric Matrix: Step 1

Rate teacher on standards of professional practice

There are 13 rubrics of the type pictured, one for each Indicator of the *National Board Core Propositions used to evaluate professional practice (CPs 1, 2, 3, and 5). At the end of the evaluation cycle the evaluator makes a final determination on each of the Indicators and assigns a rating for each indicator.

Core Proposition 1: Teachers are committed to students and their learning.

1-a. Understanding of Students The teacher recognizes individual differences and knows the backgrounds, abilities, and interests of his/her students and adjusts practice accordingly.			
Ineffective (1)	**Developing (2)**	**Effective (3)**	**Distinguished (4)**
Teacher demonstrates little or no understanding of students' individual learning needs as well as their backgrounds, abilities and interests. Teacher does not design and adjust instructional practices to make them accessible and challenging for most students.	Teacher demonstrates basic recognition and understanding of students' individual learning needs as well as their backgrounds, abilities and interests. Teacher designs and adjusts instructional practices to ensure that they are both accessible and challenging for most students (i.e., between 50% and 80%).	Teacher demonstrates thorough recognition and understanding of students' individual learning needs as well as their backgrounds, abilities and interests. Teacher designs and adjusts instructional practices to ensure that they are both accessible and challenging for almost all students (i.e., between 80% and 100%).	Teacher demonstrates expert recognition and understanding of students' individual learning needs, as well as their backgrounds, abilities and interests. Teacher designs and adjusts instructional practices to ensure that they are both accessible and challenging for all students (i.e., 100%).

*In a system that uses a professional practice model other than National Board Core Propositions the professional practice ratings would be based on the rubrics that accompany the practice standards, e.g., Marzano's Scales.

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In a numeric matrix approach all scores on all measures must be converted to a 1-5 or lower point scale and then plotted on the matrix.

Using a Numeric Matrix: Step 2

	Professional Practice	Student Learning and Growth	
Measures	Performance on each of the 60 Elements of the Marzano Teacher Evaluation Model	SLO Assessment 75% SLG	School-wide assessment data 25% SLG
Rating scale	Marzano Element Scale Not Using When Called For= 0 Beginning= 1 Developing = 2 Applying= 3 Innovating=4 **Maximum Points = 240 (4X60 elements)**	Growth scale determined by teacher and evaluator or at district level Did not meet = 1 Partially met = 2 Met = 3 Exceeded/high = 4 **Maximum Points = 12**	Did not meet = 1 Partially met = 2 Met = 3 Exceeded/high = 4 **Maximum Points =4**
Sources of evidence	Observations, conferences, and teacher-led collection of evidence	Assessment data on two Teacher-Developed SLOs	Student growth data from state assessments in reading
Calculation	Average all ratings to determine overall professional practice rating.	Multiply score by 3 to get rating for SLO assessment	Multiply score by 1 to get rating for collective measure
Overall rating	200-240 = 4 100-149 =2 150-199 =3 0-99 = 1	15-16= 4 9-11 = 2 12-14 = 3 5-8 =1	

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Using a Numeric Matrix: Arriving at the summative rating

Rating is based on two factors: 1) professional practice, and 2) student growth.

Instructional and Professional Practices	Student Growth			
	1	2	3	4
1	1	1	2	2
2	2	2	2	2
3	2	3	3	3
4	* 3	3	4	4

Final values are not necessarily averages; they are based on decisions made when developing the matrix.

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Incongruent Professional Practice and Student Learning and Growth Ratings

Instructional and Professional Practices	Student Growth 1	2	3	4
1	1	1	2	2
2	2	2	2	2
3	2	3	3	3
4	3	3	4	4

A major disparity between the professional practice rating and the student learning and growth results (using any approach) should prompt a review by the original evaluator, a second, trained evaluator, and the teacher. The review should include:

- The accuracy of the scoring process
- The accuracy of the evaluator's judgments
- The appropriateness of the assessments used to measure student growth
- The students included in the calculation of the student growth measure
- The appropriateness of the student growth goal

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This sample represents multiple measures including professional practice standards and multiple measures of Student Learning and Growth weighted at 20%. No other measures are included beyond the two required measures.

Approach 3—Using weighted percentages (TEACHER-Sample 1)

	Professional Practice	Student Learning and Growth	
Measures	Performance on each of the 60 Elements of the Marzano Teacher Evaluation Model	SLO Assessment	School-wide assessment data
Rating scale	Element Scales Not Using When Called For= 0 Beginning= 1 Developing = 2 Applying= 3 Innovating=4	Did not meet/low = 1 Partially met/low average= 2 Met/high average = 3 Exceeded/high = 4	Did not meet/low = 1 Partially met/low average= 2 Met/high average = 3 Exceeded/high = 4
Sources of evidence	Observations, conferences, and teacher-led collection of evidence	Assessment data on two Teacher-Developed SLOs	Student growth data from school wide NWEA Reading Assessments
Calculation	Average all ratings to determine overall professional practice rating.	Average two ratings to determine 15 % of overall growth measure	Determine aggregate score and calculate as 5% of overall growth measure
Weight	80%	15%	5%

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This sample represents a system that includes measures in addition to professional practice standards and student growth, and weighs student growth at 40%.

Approach 3—Using weighted percentages(TEACHER-Sample 2)

	Professional Practice	Professional Growth	Learner Perception	Student Learning and Growth
Measures	Performance on each of the 16 Standard Indicators of the MSFE TEPG Rubric	Professional growth goal progress and attainment	7Cs Tripod Student Perception Survey	State assessment; SLO Assessment
Rating scale	Ineffective = 1 Developing = 2 Effective = 3 Distinguished = 4	Did not meet = 1 Partially met = 2 Met = 3 Exceeded = 4	Low = 1 Low average = 2 High average = 3 High = 4	Did not meet/low = 1 Partially met/low average= 2 Met/high average = 3 Exceeded/high = 4
Sources of evidence	Observations, conferences, and teacher-led collection of evidence	Conversations and documents related to professional goal progress	Student survey results	SLO assessment: Student growth data from NWEA Informational Text SLO assessment: Student growth data from district/team designed assessment
Calculation	Average all ratings to determine overall rubric rating. Factor X 4	Determine overall goal rating.	Translate survey results into a 1–4 scale.	Rate performance for each measure and average.
Weight	40%	10%	10%	40%

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This principal-sample represents multiple measures, including professional practice standards and multiple measures of Student Learning and Growth weighted at 20%.

Approach 3—Using weighted percentages(PRINCIPAL-Sample 1)

	Professional Practice	Student Learning and Growth	
Measures	Performance on each of the 6 Domains of the MPA Principal Evaluation Model on the model rubric	Student growth and improvement	Student growth and improvement
Rating scale	Does not Meet =1 Basic= 2 Proficient= 3 Exemplary= 4	Did not meet/low = 1 Partially met/low average= 2 Met/high average = 3 Exceeded/high = 4	Did not meet/low = 1 Partially met/low average= 2 Met/high average = 3 Exceeded/high = 4
Sources of evidence	Observations, conferences, and principal-led collection of evidence	Average of student growth on one SLO per content	Student growth data from School wide NWEA Reading
Calculation	Average all ratings to determine overall professional practice rating.	Determine aggregate score and calculate as 10% of overall growth measure	Determine aggregate score and calculate as 10% of overall growth measure
Weight	80%	10%	10%

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This principal-sample represents a system that includes measures in addition to professional practice standards and student growth, and weighs student growth at 35%

Approach 3—Using weighted percentages(PRINCIPAL-Sample 1)

	Professional Practice	Student Learning and Growth	
Measures	Performance on each of the 6 Domains of the MPA Principal Evaluation Model on the model rubric	Student growth and improvement	Student growth and improvement
Rating scale	Does not Meet =1 Basic= 2 Proficient= 3 Exemplary= 4	Did not meet/low = 1 Partially met/low average= 2 Met/high average = 3 Exceeded/high = 4	Did not meet/low = 1 Partially met/low average= 2 Met/high average = 3 Exceeded/high = 4
Sources of evidence	Observations, conferences, and principal-led collection of evidence	Average of student growth on one SLO per content	Student growth data from School wide NWEA Reading
Calculation	Average all ratings to determine overall professional practice rating.	Determine aggregate score and calculate as 10% of overall growth measure	Determine aggregate score and calculate as 10% of overall growth measure
Weight	80%	10%	10%

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Arriving at Summative Rating
Using weighted percentages and numeric scale

Summative Evaluation Score Table					
Component	Sub score		Weight		Weighted Sub score
Professional Practice	3.5	X	.40	=	1.4
					+
Professional Growth	3	X	.10	=	.3
					+
School Growth	2.5	X	.15		.375
					+
Student Learning and Growth	3	X	.35		1.05
					=
	Final Summative Score				3.125

Final Score	Summative Evaluation Rating
3.4 or higher	Distinguished
2.5-3.4	Effective
1.5-2.4	Developing
Less than 1.5	Ineffective

Resource Articles Related to the Development and Implementation of Performance Evaluation and Professional Growth Systems; Published by the Maine DOE Office of Educator Effectiveness

Legislation

- **Final Rule Chapter 180 Adopted**: This article explains the changes that were made to Chapter 180 in the spring of 2014 and links to the finally adopted rule.

Professional Practice Models

- **Professional Practice model survey results:** Who's using what professional practice model where?
- **Choosing a professional practice model:** In addition to announcing the Department's approval of the Kim Marshall Teacher Evaluation Rubrics, this article contains general information about choosing a professional practice model.

Connections Across Systems

- **Advisability of merging certification support systems and performance evaluation systems with Q and A:** This article explains why it is advisable to keep some aspects of the local certification support team separate from aspects of an evaluation system.

Continued

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Resource Articles Related to the Development and Implementation of Performance Evaluation and Professional Growth Systems; Published by the Maine DOE Office of Educator Effectiveness

Local committees

- **Initial PEPG development committee**
  Q and A Guidance on requirements related to the initial stakeholder group that develops a local Performance Evaluation and Professional Growth system; sample consent form to be used to obtain endorsement of existing group.
- **Local steering committee**
  This article makes a distinction between the initial development committee and the steering committee. The information regarding the steering committee is accurate, but the legislative amendment to the rule in April, 2014 makes the guidance on the development committee obsolete. See the next article for information on the initial development committee.

Networking

- **Professional Practice model survey results:** Who's using what professional practice model where?
- **Fall 2013 survey of SAU's**
  In October, 2013 the Maine DOE's Educator Effectiveness Coordinator sent out a survey to assess the status of performance evaluation and professional growth (PE/PG) system implementation across the state. The article provides a summary of the responses as of November 18, 2013. Much has changed since the survey was completed, with many more districts further along in the process than reported in November.

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Thank you for using this slide presentation to become familiar with the major components of a PE/PG system. Please check back periodically as this resource will continue to grow.

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